



Board of Education

Havemeyer Building * 290 Greenwich Avenue * Greenwich, Connecticut 06830

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February 10, 2012

To all Focus Group Participants:

On behalf of the Greenwich Board of Education, thank you for taking time from your other obligations to participate in the Focus Group meetings with Hazard, Young, Attea & Associates, our Superintendent Search consultants. Your input was invaluable in creating the Leadership Profile which will guide the search for our new Superintendent.

If you would like to review the Leadership Profile generated by your input, please go to our website, [www/greenwichschools.org/supersearch2012](http://www.greenwichschools.org/supersearch2012).

Again, thank you so much for providing your valuable input into our most important initiative – a new leader for our schools.

Sincerely,

Leslie B. Moriarty
Chairman

GREENWICH PUBLIC SCHOOLS

LEADERSHIP PROFILE REPORT

JANUARY 19, 2012

EXECUTIVE SUMMARY

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates (HYA) for the Greenwich Public Schools Board of Education as one of the initial steps in its search for a new Superintendent. The data contained herein were obtained from meeting with the Board on two occasions, individual interviews with the eight board members, meetings with individuals and groups identified by the Board in individual, focus group or community input settings on January 6, 9, and 10, 2012, and an online-survey which was provided via the District website. These meetings, interviews, focus groups, and survey were structured to gather data to assist the Board in determining the primary characteristics it might seek in its next Superintendent. Through this process, the consultants attempted to identify the personal and professional characteristics desired in the superintendent, as well as the skill sets necessary to build upon what constituent groups valued, while addressing current and emerging issues which the District might be facing.

Information obtained through the interviews, focus groups and completed surveys reflects similar views from the various groups with respect to the multiple strengths of the Greenwich Public Schools. Many respondents expressed pride in the fact that the District has an outstanding national reputation. With consistency, they emphasized the caliber of the District's students, the success graduates have attained, the extensive support provided to the District by the community, as well as the community's expectations for students to achieve at high levels. Respondents looked upon the diverse nature of the District as an asset, as well as the many opportunities and support services available to students. Other items noted with equal enthusiasm were a highly supportive community, very engaged parents, dedicated teachers, support staff, and administrators, and supportive Boards of Education, Budget Estimate and Taxation Committees, Selectmen, and Community Legislatures.

Challenges, concerns and/or issues also were noted. The unexpected resignation of the former Superintendent after only two years continued a regrettable pattern of superintendent turnover that has persisted for over a decade. Many respondents expressed concern that this turnover has prevented the District from having a crisp focus on improving student achievement. Others attributed *initiative overload* to this pattern of turnover, with each new superintendent feeling compelled to initiate new programs or processes to address a multitude of perceived needs. Concern also was expressed in regard to the *achievement gap* that is vexing many communities with diverse populations akin to Greenwich, student migration to private schools, and the loss of talented teachers to communities that are more affordable. Turnover in the superintendent's position appears to have placed additional stress on the Board of Education, which a number of respondents felt contributed to the turnover. Respondents indicated that there needed to be clarity between the roles of the Board and the Superintendent and that the Board needed to permit the Superintendent to lead and manage the District with appropriate oversight but less interference.

Stakeholders are hopeful that the Board of Education and the next Superintendent will be able to work together and collaboratively, with interested community leaders, parents, staff, and students, in developing a clear plan to address the District's needs. With a commonly understood plan, there is hope that the Board and Superintendent will then provide the focus needed to reverse the decline that is perceived in the District's performance and reputation. Residents and community leaders stressed that the town of Greenwich provides more support and resources than any other community in Connecticut and that their expectation is that student achievement should be equal or superior to the highest performing districts. With pride and purpose, there is an aspiration to be the best district not only in Connecticut, but in the country as well.

To achieve this aspiration, respondents identified many characteristics and attributes that would assist a new superintendent in successfully leading the Greenwich Public Schools. Respondents seek an experienced leader with a track record of success in a district similar to Greenwich, and one who will be given time to develop an understanding of the complex and rich nature of the Greenwich community and schools before making significant changes. Respondents seek a powerful communicator who will work collaboratively with Greenwich's many constituencies prior to initiating plans. The new superintendent should have a clear understanding of the respective roles of the Board and Superintendent and be able to work in concert with the Board in developing a plan that will provide direction for all stakeholders. The new superintendent needs to be focused on students and student achievement, have high expectations for self as well as staff and students, the ability to help the District achieve these expectations and the ability to identify and recruit quality staff at all levels. The new superintendent should be willing to make a long-term commitment to Greenwich and establish permanent residency either in or in close proximity to Greenwich.

The next Superintendent should be a consensus builder who inspires trust, is willing to take reasonable risks, demonstrates creativity and is capable of developing leadership in others. He/she should be a team builder and a team leader who is actively involved in the community and visible in the schools, speaking as well as listening comfortably with students, teachers, support staff, parents, community members and board members. Experience as a district administrator, principal and teacher also would be desirable.

HYA cannot promise to find a candidate who will possess all of the characteristics desired by the respondents. However, HYA intends to meet the challenge of finding individuals who possess many of the skills and character traits required to address the concerns expressed by the constituent groups, and present them to the Board for its review and selection.

Respectfully submitted,

Bill Attea
Bill Librera

INTRODUCTION

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates (HYA) in January, 2012 to assist the Board in clarifying the criteria it would seek in the new superintendent for the Greenwich School District. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The survey, interviews, and focus group sessions were structured to gather input to assist the Board in determining these desired characteristics.

It is anticipated that this data also will be useful to candidates interested in the Greenwich superintendency, as well as the new superintendent, once he/she is selected for the position.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are as follows:

Group	Personal interviews or focus groups	Online Survey
Board members	8	
Administrators	30	20
Community and Parents	122	250
Faculty	26	68
Support Staff	7	19
Students	8	3
Total	201	360

The responses provided by the interview and focus groups respondents are listed in two places, under *Consistent Themes*, which can be found on page 4, and under *Comments from Interviews and Focus Group Meetings*, which can be found on pages 8-20. All comments are listed alphabetically, with no attempt to prioritize them. Copies of all comments provided via the online survey, with negative statements about individuals redacted, have been provided to each board member.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

The consultants would like to thank all the participants who participated in the interviews, focus groups and open meetings or who completed the online survey for their insights and candor. A note of *thanks* to all staff members who assisted in facilitating our time in the District, with special thanks to Carol DeSalvo and Roger Lulow for their efforts in making the necessary arrangements for our visit.

Respectfully submitted,

Bill Attea
Bill Librera

Consistent Themes

(ALPHA ORDER)

Strengths

Diversity
Good place to live and raise children
High Expectations for success
Resource rich
Talented teachers
Well-educated, talented, and involved citizenry
Well-financed and supported school district

Challenges/Concerns/Issues

Achievement Gap
Avoid micromanagement by the Board
Board needs to develop fewer priorities for greater focus
Board with the Superintendent needs to create and to follow a clear direction
Challenges are numerous and require stability in District to address them
End rapid turnover of superintendents
Facility upkeep
Improve achievement of all students (achievement gap, ALP, etc.)
Recruit and retain talented people
Too many initiatives

Desired Characteristics

A consensus builder
An experienced leader but not necessarily someone near the end of career
Assess carefully before taking action
Collaborative, yet decisive
Committed to stay for many years
Develop people and the organization
Focus on the classroom
Political skills
Relationship builder
Skill in using data
Skilled Communicator
Skills to work with Board and school community to establish a positive vision for the District
Visible in schools and community

Greenwich School District

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 360 stakeholders. Over half of respondents were community members, including parents (69 percent), slightly under 20 percent were teachers, another 5 percent were administrators and support staff, and three were students.

Stakeholder		
	Frequency	Percent
Administrator	20	5.5
Community Member	250	69.3
Student	3	.8
Support Staff	19	5.3
Teacher	68	18.8
Total	360	100.0

The top-rated characteristics that respondents selected are:

- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that for all items the various stakeholders were in agreement.

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (360)	Admin (20)	Com Mem (250)	Student (3)	SS (19)	Teacher (68)
1	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	55%	50%	57%	33%	63%	49%
2	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	50%	35%	58%	67%	16%	34%
3	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	48%	75%	33%	0%	68%	91%
4	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	45%	25%	41%	100%	42%	63%
5	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	42%	30%	53%	100%	26%	10%
6	Promote high expectations for all students and personnel. (VV)	41%	20%	51%	33%	32%	15%
7	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	40%	20%	39%	33%	47%	46%
8	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	39%	50%	41%	33%	16%	34%
9	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	35%	40%	30%	33%	42%	49%
10	Lead in an encouraging, participatory, and team-focused manner. (CC)	33%	50%	22%	0%	32%	68%
11	Be visible throughout the District and actively engaged in community life. (CE)	30%	30%	29%	33%	21%	32%
12	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	29%	65%	25%	0%	32%	37%
13	Involve appropriate stakeholders in the decision-making process. (CC)	26%	40%	22%	0%	32%	40%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management
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Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (360)	Admin (20)	Com Mem (250)	Student (3)	SS (19)	Teacher (68)
14	Maintain positive and collaborative working relationships with the school board and its members. (CE)	26%	35%	24%	33%	21%	32%
15	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	24%	15%	25%	0%	26%	26%
16	Strive for continuous improvement in all areas of the District. (VV)	23%	20%	28%	67%	5%	9%
17	Seek a high level of engagement with principals and other school-site leaders. (CC)	23%	15%	26%	33%	11%	16%
18	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	19%	15%	20%	33%	32%	12%
19	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	18%	10%	20%	0%	21%	12%
20	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)	17%	25%	14%	33%	21%	26%
21	Be an effective manager of the District's day-to-day operations. (M)	13%	5%	14%	0%	26%	9%
22	Effectively plan and manage the long-term financial health of the District. (M)	13%	15%	14%	0%	26%	9%
23	Utilize student achievement data to drive the District's instructional decision-making. (IL)	12%	20%	16%	0%	0%	1%
24	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	12%	15%	11%	33%	21%	10%
25	Act in accordance with the District's mission, vision, and core beliefs. (VV)	9%	15%	10%	0%	11%	4%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management
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Comments from Interviews and Focus Group Meetings

January 6, 9, & 10, 2012

Listed in alphabetical order

* indicates multiple similar responses from group

BOARD

Strengths

Amazing Improvement in some areas
Cabinet is very strong
Citizenry is world aware
Diversity*
Good place to raise children*
Good quality of instruction
Good schools but not great
High Achievers in the high school do as well or better than other schools
High Bar for performance
High Expectations*
High performing high school
Highly charged community and environment
Lot better than we are given credit
Most recent superintendent had many qualities desired by the community
Neighborhood Schools are mostly a strength
Our best can compare with any school district anywhere
Parents know how to advocate for their children
Potential of the new Board of Education
Resource rich*
Size of district
Strong neighborhood identity and involvement
Strong overall student performance
Very active citizenry*
Very competitive
Well financed and supported school district *
Well-paid teachers

Challenges/Concerns/Issues

Abandon a last century educational model
Ability to get superior performance out of both above average and average employees
Achievement Gap*
Aspire to be the best district in the country
Big difference/gaps in student achievement
Big political challenges*
Board is too ingrained in the Community culture of action
Board needs to change to have deep conversation prior to decisions

Board – continued

Challenges/Concerns/Issues - continued

Board needs to create and to follow a clear, focused direction*
Build and sustain an effective framework and structure for student and district success
Central Office does not work as a team
Challenges are numerous and require stability in district to address them*
Chart of organization in the central office and district does not make much sense
Community moves slowly and that prevents bad decisions
Community represents an entrenched educational establishment
Define better what Policy Governance is for the Board and Superintendent
Develop a few priorities*
Develop a matrix for a management system
Develop and implement clear allocation of time for subjects to be taught
Develop better the Rules for the Road
District ignores middle schools
Get good news to the public
Governance and Budget Structure in this community is a big challenge
Harness great talent and resources for excellence*
Have not had a K-12 assessment
Improve and stimulate innovation and creativity
Individual educational plans for each child
Insure that data is reliable and understandable
Justify, Justify, Justify
Keep preparing students to attend selective and appropriate colleges
Last Superintendent leaving was a jolt to the system
Local Press is very negative and misleads
Market the school district both legitimately and accurately*
Much work is done in silos
Need a stronger Human Resource Office/and effort
Need for the Board and Community to come together*
Need to do a better job of describing and reporting indicators of achievement*
Need to learn what the community values most
Planning should be developed at building level to meet needs of students in that school
Public view of schools is we are not doing well and declining
Recruit and hire well
Repair fractured Board of Education
Restore continuity to a proud district
Some fear certain Central Office People
Student transitions from grades 8 to 9 and 5 to 6 has serious achievement problems
Too many initiatives creating a severe overload*
We have neglected buildings

Board - continued

Desired Characteristics

A developer of people
A mid-career leader*
Ability to condense forces
Ability to get Superintendent and Board of Education to work together
Able to respond positively to criticism
Ask more of administrators
Avoid top down thinking and acting*
Be able to mobilize a *Hearts and Mind* campaign
Be adept at proposing and using technology as a powerful tool for teaching and learning
Build teams*
Develop the organization*
Develop with the Board and community a short and long-term budget
Develop with the community a purpose and power agenda
Do not push a preconceived narrow or one idea approach for desired results*
Dynamism
Establish collaboratively a positive vision and direction*
Ethical
Find new and appropriate ways of engaging students and professional staff
Get administration to work as a team
High energy
Integrity
Leadership*
Listener
Look at achievement at all levels
Move us forward
Political skills
Proactive
Provide the necessary spark for good practice and desired results
Sense of humor
Stay longer than 3 years*
Think about directions and approaches that have not been tried before
Visibility

ADMINISTRATORS

Strengths

Ahead of other neighboring districts in many areas
Community values and supports excellent outcomes
Community very invested in children*
Diversity in the district*
Excellent High School
Hard and good workers in the schools
Highly educated and involved community*
IB
Inclusion program
Many opportunities for students*
Many talented teachers
Most teachers are teaching well
Neighborhood and magnet schools
Parent community is engaged and supportive*
Professional Learning
Reputation of both School District and Community
Talented staff and administrators*
Very attractive community*
Very impressive accomplishments in district and community
Very strong educational program
Well- funded and supported School District*

Challenges/Concerns/Issues

Accelerate technology use because we are behind
Accountability system needs to be developed
Achievement Gap*
Board and Superintendent must develop a positive working relationship*
Bring people together
Communicate success as well as areas in need of improvement*
Community is highly critical - balance is necessary
Complexity of the Community*
Create an infrastructure for good use and development of human resources
Develop an *achievement analysis* that is more than just state tests*
Develop teams
Equity issues relative to resources
Establish a positive focus
Focus on classrooms and learning
Insure that town and school cooperative functions are balanced and effective
Keep current with technology
Lack of a well -functioning structure and system
Micromanagement by the Board/board members*
Over emphasis on test results

Administrators – continued

Challenges/Concerns/Issues

Overload of initiatives*
Overreactions to criticism
Present and future planning
Provide support for new initiatives
Recruiting and retaining talented people*
Reexamine expectations and match expectations with resources
Replacing an effective and popular Superintendent
Respond to a jaded faculty
Restore trust
Reverse the public opinion that schools are not doing well
Revisit an old and rigid curriculum
Roles in district are not clearly defined
Segment of teachers need substantial improvement
Segregation in some schools
Solicit opinions from professional staff
Staff burnout rate
Turnover of superintendents*
Working with a long and multi layered budget process

Desired Characteristics

A collaborator who can also be decisive when necessary
Ability to handle stress
Ability to work with the community to sustain a positive vision*
Active and present in the community
Assess before taking action*
Be able to lead and to delegate
Be able to mentor model and develop leaders
Be able to work with the press
Consensus builder*
Current in technology as a tool for learning and effective organization
Does not overreact to negative forces including but not limited to the press
Experienced leader*
Finance skills
Fiscal acumen
Good management skills
Innovative
Inspirational
Lead a process to update curriculum
Listener
Maintain personal and district equilibrium
Open minded*
Political skills*

Administrators – continued

Desired Characteristics - continued

Proactive
Protect and shield leaders, when appropriate
Public Relations skills
Quick learner
Relationship builder*
Resilient
Skillful communicator
Someone who will live in the Greenwich area
Speak and interact with many constituents
Thick skinned
Tolerance for ambiguity
Transparent*
Understand the change process
Understanding of how to respond to the Achievement Gap
Values diversity*
Visionary
Willing to stay for the long run

COMMUNITY

Strengths

Advanced learning program
High expectations*
High level of resources*
High Level of volunteerism
Quality staff*
Safe schools and community
Schools are a key element of community pride
Strong fiscal and parent support for the schools*
Support for needy students
Supportive of the Arts
Teacher Evaluation process
Things are in place so wholesale change is not necessary
Town is very interested in education and values diversity
Very smart and involved citizens

Challenges/Concerns/Issues

A Board that is cohesive in purpose and action*
Achievement Gap*
Address and change the perception that the Board of Education does not spend wisely

Community – continued

Challenges/Concerns/Issues - continued

Provide clear direction and a vision that can be supported
Avoid end of career superintendents
Avoid instant gratification impulse
Balance the political agenda
Better system and process to communicate progress of the district*
Capital projects need attention
District does not use data well*
Greenwich has the greatest collection of Type A parents in the world
Greenwich is a *Tale of Two Cities*
Helicopter parents
Human resources is the step child of the district
Improve student performance and achievement*
Increase performance standards
Initiative overload*
Lack of continuity on many levels
Long term plan
Measure achievement often and well*
Need a response to perception that schools are declining
Need strong vision and a better infrastructure to achieve it
Recruit and retain effective teachers*
Restore clear direction and focus
Restore stability
Retraining teachers and administrators is difficult
Reward and support effective teachers and remove those who are not
Turnover of superintendents*
Underperformance by some in the district*
Update curriculum

Desired Characteristics

Ability to deal well with unions
Avoid social experiments
Capacity to change and adapt*
Creative
Develop administrators*
Develop people and leaders*
Diplomat
Earns respect quickly
Energy
Enforce accountability
Familiar with Greenwich*
Good to be an internal candidate
Inspires teachers

Community – continued

Desired Characteristics - continued

Leadership experience*
Likes people
Live within district
Management skills
Measure well
Non-ideological
Patience
Present in community and schools
Relationship builder*
Respectful
Skilled communicator*
Stay for the Long run*
Take charge
Thick skinned*
Track record of effectiveness in districts with similar challenges as Greenwich
Understand Greenwich
Visibility
Visible
Work well with the town

FACULTY AND SUPPORT STAFF

Strengths

Community involvement*
Cutting-edge thinking
Diversity*
Everyone works hard to help students achieve
High Expectations for all students*
High percentage of quality teachers
Last Superintendent was in schools almost on a daily basis and also active in the community
Parent Involvement
Parents are very supportive*
People are deeply linked to the School District
Personnel working in the district
Teacher Evaluation program
Unique population
Very good resources*

Faculty and Support Staff – continued

Challenges/Concerns/Issues

Achievement Gap*
Board wants instant response
Conflict between Special Education parents and other parents in the district
Diversity is a challenge*
Divided community
Do not hire superintendents at the end of their career
Employee morale
Employees feel they are working for parents and not the administration
Equitable funding across schools
Facilities need to be improved
Hold administrators accountable
Human Resource services are lacking*
Little training for positions
Many public boards involved in budgets and school district
Need guidelines for action and support for the next superintendent
New superintendent needs to get to know people in the Central Office and evaluate
Over privileged people who are, at times, condescending
People holding their breath for the next superintendent
Remove things that do not matter in raising achievement*
Someone needs to come to the District and validate the worth of the individuals
Support staff is overlooked
Too many initiatives *
Use resources to make this a lighthouse district

Desired Characteristics

Ability to deal with over aggressive kids
Analyze what needs to be done and then plan to correct what needs to be done
Collegial
Committed to stay here*
Communicator*
Compassionate
Conduct productive and purposeful meetings
Engage stakeholders*
Extravert
Firm and consistent
Fiscal skills
Focus on classroom*
Genuine
Honest
Inspirational
Integrity
Listener
Patient
Political skills*

Faculty and Support Staff – continued

Desired Characteristics - continued

Seeks opinions of others
Sense of humor
Tough skinned*
Visible and engaging
Visionary
Without a secret agenda
Work to get Board and the Superintendent on the same page*
Works with stakeholders

PARENTS

Strengths

A large District that can address many of the needs of students*
Advanced learning program
Cohesiveness in each school
Community resources
Dedication to advanced learning
Diversity*
Excellent Pre K program
Extraordinary human capital
Great opportunities for students
Great place to live*
High School is a demanding place and is doing a good job
High test scores
Involved parents
Last superintendent was very supportive-hands on
Legacy of excellence
Magnet schools
Merit scholars
New Board
Parent Volunteers
Private schools make us compete
PTA is the major supporter of schools
Students are very interested in learning*
Teachers are our strength
Vibrant community*
Well- funded*

Challenges/Concerns/Issues

Achievement Gap*
Administration in the district is by the seat of their pants
Appropriate attention to special needs students
Border town with plenty of competition*

Parents – continued

Challenges/Concerns/Issues - continued

Budget process is long and arduous
Butting of heads in area of Special Education leading to litigation
Data gathering and analysis is not strong in the district*
Develop with teachers and administrators multiple strategies for student success*
Do not invest as we should in the physical structures of our schools
Dumbing down of the curriculum
Engaged parents disappointed with what is happening*
Equity across schools in terms of resources
Every child cannot go to Harvard so more sensitive opportunities for children are necessary
Expensive town to live in
Facilities not well kept
Greater sharing of best practices in the district
Have a greater perspective than just Connecticut
Improve achievement*
Improve Language Program
Job descriptions need to be reviewed and revised where appropriate
Keeping up with technology, especially in 8th grade and high school
Large High School
Many constituents*
Micro management of the staff*
More emphasis on Writing skills
Need for vocational training
Need to establish well considered, measurable goals*
Need to use consultants to improve curriculum
Neighborhood schools produce the *have and have nots* in achievement and in resources
Our District is the town
Parent involvement has been curtailed in the District
Perception of schools is negative
Performance dropping in math
Problems for Spanish speaking parents
Recognize needs of diverse learners
Special Education needs to be reviewed
STEM program has been downplayed
Strengthen *Advanced Learning Program* for all kids
Strive for excellence*
Students have trouble in the transitions from elementary to middle and middle to high school
Teachers are suffering from the instability in District*
Teaching to the test
Town is very critical of its schools
Trust in schools is declining
Turnover in superintendent position*
Understand community and schools to support teachers
Weak curriculum

Parents – continued

Desired Characteristics

Able to build connections and relationships*
Able to deal with drugs and smoking at High School
Background in science and math
Be a conflict resolver
Communication skills*
Community need to know how money is being wisely spent*
Consensus builder*
Decisive
Develop people and the organization*
Excellent emotional intelligence
Fiscal acumen
Good presentation skills
Help us compete with the best in the world
Help young people develop the skills needed to compete in the World Economy
Hold people accountable
Human resource management skills
Knowledgeable
Knowledgeable about many important programs such as AP and IB
Leadership*
Living full time in the area
Make tough decisions
Need to assess quality and performance of its staff*
Open to opposing ideas
Political skills*
Presence in the community
Public Relations skills
Reacts well to a crisis
Recruit and retain a quality staff*
Skills in using data*
Solid education background*
Someone who will make a commitment to stay*
Someone without a predetermined agenda*
Thinking ahead
Tough minded
Track record with a district similar in demographics to Greenwich
Trouble shooter
Understand change process
Understanding of our community*
Understanding the *Diversity Challenge**
Use resources effectively
Visible
Warm hearted

HIGH SCHOOL STUDENTS

Strengths

AVID program
Board of Education is responsive to student initiatives*
Competitive environment
Diversity in classes with many options*
Encouraging faculty*
Good programs, social and academic
Large budget
Politically active students
Violence is not an issue

High School Students - continued

Challenges/Concerns/Issues

Achievement overall needs to improve*
Bullying
District needs to avoid micromanagement*
Economic stratification in the school, which often predetermines achievement*
Leaders at times seem to waste the time of teachers
Like to see teachers have freedom to pursue their passion in subject matter
Need to encourage more school spirit
Over involvement of some parents
Segregation in many classes
Sometimes there is too much pressure to succeed*

Desired Characteristics

Be decisive when necessary
Be open to people and ideas even when you disagree*
Bring people together*
Demonstrate an understanding of political issues when leading*
Do not use students to advance adult issues
Engage students directly and indirectly
Listen first and then take action*
Work to be a part of the community
Work well with all groups